
Annual Measurable Objectives

The Background:

Under the No Child Left Behind Adequate Yearly Progress model, Tennessee would potentially have identified 80 percent of all schools as high priority and many districts in need of improvement despite the schools and districts making academic progress. Governor Haslam and Commissioner Huffman sought relief from the Adequate Yearly Progress model and applied for the Elementary and Secondary Education Act flexibility waivers. In February 2012, Tennessee was awarded flexibility. In this process, Tennessee was allowed to create a new accountability system and reset our state performance goals.

New state performance goals or “annual measurable objectives” (AMOs) provide rigorous but realistic college-and career-readiness goals and a new basis for Tennessee’s accountability system. The new accountability system has two overriding objectives: growth for all students every year and closing achievement gaps by ensuring faster growth for those students who are furthest behind. These AMOs will also serve to measure the state’s progress in implementing the ambitious reforms of Tennessee’s First to the Top Act.

As described in the ESEA Waiver, the Tennessee Department of Education will approve Annual Measurable Objectives (AMOs) at the LEA level that allow the state to achieve state level goals. LEAs will then be able to set school-level AMOs in the form of achievement and gap closure targets. As a reminder, the waiver application indicated that the State would add targets for Algebra II and English III in the 2012-13 school year once baseline data became available. The State is currently working to create baseline data for Algebra II and English III for achievement targets. The State is also examining how to best integrate Algebra II and English III into gap closure targets.

The methodology the department has used to establish targets for the 2012-13 school year allows for the state and districts to annually set targets based upon the previous year’s achievement levels. Each year state and district achievement goals will be set to reduce the percentage of students scoring basic or below basic on state administered assessments by half over the following eight years. The state and districts will also set goals to reduce achievement gaps between the following groups by half over eight years: economically disadvantaged (ED) and non-economically disadvantaged, English language learners (ELL) and non-English learners, students with disabilities (SWD) and non-students with disabilities, and racial/ethnic subgroups and all students.

The Recommendation:

The Department of Education recommends that new Annual Measurable Objectives be approved to support the approval of the state’s waiver under ESEA and current reform efforts. The SBE staff concurs with this recommendation.

Annual Measurable Objectives for 2012-2013

ACHIEVEMENT	2011-12 Actual	2012-13 Target	Percent Annual Change
3rd grade Math	55.0%	57.8%	2.8%
3rd grade Reading	45.9%	49.2%	3.3%
7th grade Math	45.0%	48.5%	3.5%
7th grade Reading	46.2%	49.6%	3.4%
3-8 aggregate math	47.4%	50.7%	3.3%
3-8 aggregate reading	49.9%	53.1%	3.2%
HS Algebra I	55.3%	58.1%	2.8%
HS English II	60.7%	63.1%	2.4%
Graduation rates	85.5%	86.8%	1.3%

GAP CLOSURE		2011-12 Actual Gap	Annual Gap Reduction Goal in Percentage Points	Annual Gap Reduction as a Percentage of Gap Size	2012-13 Gap Target
Racial/Ethnic subgroups below state average v. All Students	3-8 aggregate math	16.1%	1.0%	6.25%	15.1%
	3-8 aggregate reading	17.1%	1.1%	6.25%	16.0%
Economically Disadvantaged v. Non-Economically Disadvantaged	3-8 aggregate math	23.0%	1.4%	6.25%	21.6%
	3-8 aggregate reading	25.4%	1.6%	6.25%	23.8%
English Learners v. Non-English Learners	3-8 aggregate math	17.4%	1.1%	6.25%	16.3%
	3-8 aggregate reading	28.5%	1.8%	6.25%	26.7%
Students with Disabilities v. Students without Disabilities	3-8 aggregate math	18.2%	1.1%	6.25%	17.1%
	3-8 aggregate reading	19.6%	1.2%	6.25%	18.4%